

## APPLICATION TO BE PAID ON THE UPPER PAY RANGE

### Examples of Evidence

Having read paragraph 26 of this policy, please complete this form and return it to the Headteacher no later than 31<sup>st</sup> October including written evidence to support your application.

Examples of evidence that you may wish to include are:

- Most recent appraisal report(s)
- Classroom observations
- Reviews of assessment results
- Reviews of lesson planning records
- Reviews of children's work
- Internal tracking of pupil progress
- Moderation within and across schools
- Pupils' voice
- Parents' voice
- Subject leadership and evidence of impact
- Evidence supporting progress against Teachers' Standards including self-assessment
- *[Optional]* Evidence matched to the criteria set out in Appendix 3b of this policy
- Records of CPD and evidence of impact.

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### Actual Evidence

**Staff Members Name:**

**Date:**

1. Progression to the Upper Pay Range (UPR) requires evidence that the applicant is a "highly competent" in all elements of the relevant standards.

Please outline below how you meet this criteria, with reference to the Teachers' Standards (<https://www.gov.uk/government/publications/teachers-standards>), the Expectations for UPR Teachers (Appendix 8c) and the particular role that you are fulfilling/the context within which you are working:

2. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school are “substantial”.

Please outline below how your contribution has raised standards of teaching and learning, not just in your own classroom but as a significant wider contribution to school improvement – this should show a clear impact on pupil progress across the school and on the effectiveness of colleagues.

3. Progression to the UPR requires evidence that the applicant's achievements and contribution to the school have been "sustained".

Please outline below how your teaching expertise has grown over a sustained period of time and is consistently good/developing outstanding professional practice:

Please attach any other written evidence that you have collated to support your application.

Thank you.

Name:

Signed:

Date:

## EXPECTATIONS FOR UPPER PAY RANGE TEACHERS

All teachers on Upper Pay Range (UPR) will be:

- Highly competent in all elements of the Teachers' Standards and
- Their achievements and contribution to the school will be substantial and sustained.

This following table provides an overview of what post threshold teachers should aspire to at each pay level and to achieve the next level.

UPR 1	UPR 2	UPR 3
Accepted professional	Established professional	Senior and leading professional
<ul style="list-style-type: none"> <li>• Consistently good teaching and developing outstanding professional practice</li> <li>• Will regularly support activities</li> <li>• Most pupils will make good progress</li> <li>• Will take an enthusiastic and proactive role in the school</li> <li>• Performance Management objectives met each year</li> <li>• Demonstrate and model good practice within own classes for other members of staff</li> <li>• Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback especially with those new to the profession</li> <li>• Evaluate and develop the planning and delivery of the curriculum by contributing to schemes of work and developing resources</li> </ul>	<p>Over a sustained period:</p> <ul style="list-style-type: none"> <li>• Consistently good teaching and increasingly outstanding professional practice</li> <li>• Will lead activities</li> <li>• Some pupils will exceed good progress</li> <li>• Will take an enthusiastic and proactive role in school</li> <li>• Performance Management objectives met each year</li> <li>• Will demonstrate and model good practice for other members of staff and contribute to policy and practice which has improved teaching and learning across the school</li> <li>• Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice and providing advice and feedback enabling teachers to improve their teaching practice.</li> <li>• Evaluate and develop the planning and delivery of the curriculum across the school, taking the lead on schemes of work and developing resources</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently good teaching and regularly outstanding teaching and professional practice</li> <li>• Will create, develop and lead activities</li> <li>• Over a sustained period, many pupils will exceed good progress</li> <li>• Will take an enthusiastic and proactive role within the school and with wider stakeholders</li> <li>• Challenging Performance Management objectives met each year</li> <li>• Will coach and mentor staff to excellence and/or lead on the development of policy and practice which will improve teaching and learning across the school</li> <li>• Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice, and providing advice and feedback; moving teachers to Good or Outstanding teaching.</li> <li>• Evaluate and develop the planning and delivery of the curriculum across the school; taking the lead on schemes of work and developing resources, including cross-curricular themes</li> </ul>